

SOCIAL STUDIES  
GRADE 10

Adams County/Ohio Valley  
Course of Study

**Content Standard: History**  
**Grade 9-10 Benchmarks: B. Explain the social, political and economic effects of industrialization.**  
**Content Organizer: Industrialization**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Explain the effects of industrialization in the United States in the 19th century including:</p> <ul style="list-style-type: none"><li>a. Changes in work and the workplace;</li><li>b. Immigration and child labor and their impact on the labor force;</li><li>c. Modernization of agriculture;</li><li>d. Urbanization;</li><li>e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.</li></ul>				

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<p>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</p> <ul style="list-style-type: none"><li>a. Laissez-faire policies;</li><li>b. Monopolies;</li><li>c. Standard of living.</li></ul>				

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<p>3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including:</p> <ul style="list-style-type: none"><li>a. Unregulated working conditions;</li><li>b. Laissez-faire policies toward big business;</li><li>c. Violence toward supporters of organized labor.</li></ul>				

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<p>4. Explain the goals and outcomes of the late 19<sup>th</sup> and early 20<sup>th</sup> century reform movements of Populism and Progressivism with emphasis on:</p> <ul style="list-style-type: none"><li>a. Urban reforms;</li><li>b. Conservation;</li><li>c. Business regulation and antitrust legislation;</li><li>d. The movement for public schooling;</li><li>e. The regulation of child labor.</li></ul>				

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**Content Standard: History**  
**Grade 9-10 Benchmarks: C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.**  
**Content Organizer: Imperialism**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>5. Trace the development of the United States as a world power with emphasis on:</p> <ul style="list-style-type: none"><li>a. The Spanish-American War;</li><li>b. United States imperialism in the Far East, South Pacific, Caribbean and Central America.</li></ul>				

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**Content Standard: History**  
**Grade 9-10 Benchmarks: D. Connect developments related to World War I with the onset of World War II.**  
**Content Organizer: 20<sup>th</sup> Century Conflict**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>6. Trace the development of the United States as a world power with emphasis on:</p> <ul style="list-style-type: none"><li>a. The decision to enter into World War I;</li><li>b. President Wilson's Fourteen Points;</li><li>c. The Treaty of Versailles;</li><li>d. The decision of the United States not to participate in the League of Nations.</li></ul>				

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**Content Standard: History**  
**Grade 9-10 Benchmarks: D. Connect developments related to World War I with the onset of World War II.**  
**Content Organizer: 20<sup>th</sup> Century Conflict**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Analyze the impact of United States participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.				

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**Content Standard: History**  
**Grade 9-10 Benchmarks: E. Analyze connections between World War II, the Cold War and contemporary conflicts.**  
**Content Organizer: 20<sup>th</sup> Century Conflict**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>8. Explain how the Cold War and related conflicts influenced United States foreign policy after 1945 with emphasis on:</p> <ul style="list-style-type: none"><li>a. The Marshall Plan;</li><li>b. Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis;</li><li>c. The Korean War and the Vietnam War.</li></ul>				

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**Content Standard: History**  
**Grade 9-10 Benchmarks: F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.**  
**Content Organizer: 20<sup>th</sup> Century Conflict**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>9. Analyze the major political, economic and social developments of the 1920s including:</p> <ul style="list-style-type: none"> <li>a. The Red Scare ;</li> <li>b. Women’s right to vote;</li> <li>c. African-American migrations from the South to the North;</li> <li>d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan;</li> <li>e. The Roaring Twenties and the Harlem Renaissance;</li> <li>f. Stock market speculation and the stock market crash of 1929.</li> </ul>				

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**Content Organizer: 20<sup>th</sup> Century Conflict**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:  a. The Great Depression; b. The Dust Bowl; c. The New Deal.				

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**Grade 9-10 Benchmarks: F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.**  
**Content Organizer: 20<sup>th</sup> Century Conflict**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>11. Analyze the impact of United States participation in World War II with emphasis on:</p> <ul style="list-style-type: none"><li>a. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce;</li><li>b. The internment of Japanese-Americans.</li></ul>				

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**Grade 9-10 Benchmarks: F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.**  
**Content Organizer: 20<sup>th</sup> Century Conflict**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
12. Explain major domestic developments after 1945 with emphasis on:  a. Postwar prosperity in the United States; b. McCarthyism; c. The space race; d. Immigration patterns.				

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**Grade 9-10 Benchmarks: F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.**  
**Content Organizer: 20<sup>th</sup> Century Conflict**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>13. Trace social unrest, protest and change in the United States including:</p> <ul style="list-style-type: none"><li>a. Antiwar protest during the Vietnam War;</li><li>b. The counterculture movement;</li><li>c. The women's liberation movement.</li></ul>				

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**Content Standard: History**  
**Grade 9-10 Benchmarks: F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.**  
**Content Organizer: 20<sup>th</sup> Century Conflict**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</p> <ul style="list-style-type: none"> <li>a. <i>Brown v. Board of Education</i>;</li> <li>b. Changes in goals and tactics of leading civil rights advocates and organizations;</li> <li>c. The linkages between the civil rights movement and movements to gain justice for other minority groups.</li> </ul>				

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**Content Standard: Peoples In Societies**  
**Grade 9-10 Benchmarks: A. Analyze the influence of different cultural perspectives on the actions of groups.**  
**Content Organizer: Cultures**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Describe how the perspectives of cultural groups helped to create political action groups such as:</p> <ul style="list-style-type: none"><li>a. The National Association for the Advancement of Colored People (NAACP);</li><li>b. National Organization for Women (NOW);</li><li>c. American Indian Movement (AIM);</li><li>d. United Farm Workers.</li></ul>				

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**Content Standard: Peoples In Societies**  
**Grade 9-10 Benchmarks: A. Analyze the influence of different cultural perspectives on the actions of groups.**  
**Content Organizer: Cultures**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.				

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**Content Standard: People In Societies**  
**Grade 9-10 Benchmarks: B. Analyze the consequences of oppression, discrimination and conflict between cultures.**  
**Content Organizer: Interaction**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Explain how Jim Crow laws legalized discrimination based on race.				

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**Content Standard: People In Societies**  
**Grade 9-10 Benchmarks: B. Analyze the consequences of oppression, discrimination and conflict between cultures.**  
**Content Organizer: Interaction**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19 <sup>th</sup> century.				

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**Content Standard: People In Societies**  
**Grade 9-10 Benchmarks: C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.**  
**Content Organizer: Diffusion**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Explain the effects of immigration on society in the United States:  a. Housing patterns; b. Political affiliation; c. Education system; d. Language; e. Labor practices; f. Religion.				

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**Content Standard: Geography**  
**Grade 9-10 Benchmarks: A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.**  
**Content Organizer: Places and Regions**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:  a. Urban areas; b. Wilderness; c. Farmland; d. Centers of industry and technology.				

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**Content Standard: Geography**  
**Grade 9-10 Benchmarks: B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.**  
**Content Organizer: Human Environmental Interaction**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.				

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**Content Standard: Geography**  
**Grade 9-10 Benchmarks: C. Analyze the patterns and processes of movement of people, products and ideas.**  
**Content Organizer: Movement**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>3. Analyze the geographic processes that contributed to changes in American society including:</p> <ul style="list-style-type: none"><li>a. Industrialization and post-industrialization;</li><li>b. Urbanization and suburbanization;</li><li>c. Immigration.</li></ul>				

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**Content Standard:** Economics  
**Grade 9-10 Benchmarks:** A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.  
**Content Organizer:** Markets

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.				

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**Content Standard:** Economics  
**Grade 9-10 Benchmarks:** A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.  
**Content Organizer:** Markets

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the United States economy.				

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**Content Standard:** Economics  
**Grade 9-10 Benchmarks:** B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.  
**Content Organizer:** Government and the Economy

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Demonstrate how United States governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.				

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**Content Standard:** Economics  
**Grade 9-10 Benchmarks:** B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.  
**Content Organizer:** Government and the Economy

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.				

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**Content Standard:** Economics  
**Grade 9-10 Benchmarks:** B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.  
**Content Organizer:** Government and the Economy

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Analyze the impact of the Great Depression and World War II on the economy of the United States and the resulting expansion of the role of the federal government.				

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**Content Standard: Government**  
**Grade 9-10 Benchmarks: A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.**  
**Content Organizer: Rules and Laws**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Examine the United States Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:</p> <ul style="list-style-type: none"><li>a. <i>Plessy v. Ferguson</i>;</li><li>b. <i>Brown v. Board of Education</i>;</li><li>c. <i>Regents of the University of California v. Bakke</i>.</li></ul>				

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**Content Standard: Government**  
**Grade 9-10 Benchmarks: A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.**  
**Content Organizer: Rules and Laws**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Explain why the 19 <sup>th</sup> and 26 <sup>th</sup> Amendments were enacted and how they affected individuals and groups.				

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**Content Standard: Citizenships Rights and Responsibilities**  
**Grade 9-10 Benchmarks: A. Analyze ways people achieve governmental change, including political action, social protest and revolution.**  
**Content Organizer: Participation**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</p> <ul style="list-style-type: none"><li>a. Extension of suffrage;</li><li>b. Labor legislation;</li><li>c. Civil rights legislation;</li><li>d. Military policy;</li><li>e. Environmental legislation;</li><li>f. Business regulation;</li><li>g. Educational policy.</li></ul>				

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**Content Standard: Citizenships Rights and Responsibilities**  
**Grade 9-10 Benchmarks: A. Analyze ways people achieve governmental change, including political action, social protest and revolution.**  
**Content Organizer: Participation**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</p> <ul style="list-style-type: none"><li>a. Women’s suffrage movement of the late 1800s;</li><li>b. Civil rights movement of the 1960s;</li><li>c. Student protests during the Vietnam War.</li></ul>				

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**Content Standard: Citizenships Rights and Responsibilities**  
**Grade 9-10 Benchmarks: B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.**  
**Content Organizer: Rights and Responsibilities**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including: <ul style="list-style-type: none"> <li>a. Clear and present danger;</li> <li>b. Compelling government interest;</li> <li>c. National security;</li> <li>d. Libel or slander;</li> <li>e. Public safety;</li> <li>f. Equal opportunity.</li> </ul>				

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**Content Organizer: Rights and Responsibilities**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Analyze instances in which the rights of individuals were restricted including:  a. Conscientious objectors in World War I; b. Immigrants during the Red Scare; c. Intellectuals and artists during the McCarthy Era; d. African-Americans during the civil rights movement.				

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**Content Standard: Social Studies Skills and Methods**  
**Grade 9-10 Benchmarks: A. Evaluate the reliability and credibility of sources.**  
**Content Organizer: Thinking and Organizing**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Determine the credibility of sources by considering the following:</p> <ul style="list-style-type: none"><li>a. The qualifications and reputation of the writer;</li><li>b. Agreement with other credible sources;</li><li>c. Recognition of stereotypes;</li><li>d. Accuracy and consistency of sources;</li><li>e. The circumstances in which the author prepared the source.</li></ul>				

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**Content Standard: Social Studies Skills and Methods**  
**Grade 9-10 Benchmarks: A. Evaluate the reliability and credibility of sources.**  
**Content Organizer: Thinking and Organizing**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Critique evidence used to support a thesis.				

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**Content Standard: Social Studies Skills and Methods**  
**Grade 9-10 Benchmarks: B. Use data and evidence to support or refute a thesis.**  
**Content Organizer: Communicating Information**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Analyze one or more issues and present a persuasive argument to defend a position.				